

Naskah I

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ENHANCING STUDENTS' SPEAKING ABILITY AT 10TH GRADE OF COMPUTER AND NETWORK ENGINEERING CLASS AT SMKN 4 MALANG THROUGH L1/L2 BASED STRATEGIES

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ABSTRACT

The lack of speaking practice will cause some communication problems. When language learners do not know how to say a word in English, they can communicate effectively by using their hands, imitating sounds, using new words, or describing what they mean. Those ways can be done by the students as communication strategies. This research is aimed to describe the enhancement of students' speaking ability at Computer and Network Engineering Class C of SMKN 4 Malang by using L1/ L2 based strategies. This Class Action Research (CAR) was conducted at SMKN 4 Malang. The subjects of this research were the students of tenth-grade of Computer and Network Engineering Class C, which consisted of 33 students. This classroom action research was conducted through the following procedures: preliminary observation, planning, implementing, observation, and reflection. There were two major indicators used as the criteria of success in this research. First, mean score of the post test was ≥ 75 . Second, there should be 50% of students get score ≥ 75 . Before conducting this research, a preliminary study was conducted to know the students' problem in speaking skill. The result of the speaking test in preliminary study showed that the mean score of 33 students was 64.8. There were only 7 students who got score ≥ 75 . In Cycle I, L1/L2 based strategy showed the improvement of students' speaking. The mean score of Cycle I was 67.5. The Cycle 1 failed because the students who got ≥ 75 were only 6 students which were consisting of 21%. However, the mean score of Cycle II was 78.6. It means that the first criterion of success was achieved. Moreover, the students who got score ≥ 75 were 75.9%. Therefore, the all criteria of success were achieved. In sum up, the result of classroom action research proved that L1/L2 based strategies could enhance speaking ability at 10th Grade of Computer and Network Engineering Class C at SMKN 4 Malang.

Keywords: Speaking Ability, L1/L2 Based Strategies, Communication Strategies.

INTRODUCTION

The main goal of learning a foreign language is to communicate effectively with others by using the language. However, communication can be done not only in spoken but also in written forms. Concerning the needs of effective communication orally, teaching speaking becomes much more demanded than other skills: reading and writing.

However, sometimes English skills such as listening, reading, speaking, reading, and writing are not taught specifically in Senior High School. In SMKN 4 Malang, English subject is taught once a week. Hence, ⁴ the teaching and learning process focuses on the textbook. The teacher and the students tend to do textbook exercises. The situation only covers reading and writing skills. Thus, the speaking skill is lack practiced.

Hence, the lack speaking practice will cause some communication problems. Related to communication problems, Cervantes and Rodriguez (2012) state that when language learners do not know how to say a word in English, they can communicate effectively by using their hands, imitating sounds, using new words, or describing what they mean. Those ways which can be done by the students are communication strategies. In the process of learning a second language, learners will get communication problems frequently as the result of the lack of English as second language (L2) proficiency. Therefore, they should find ways to overcome their lackness by using one or more communication strategies.

Communication strategies can keep on ² communication channel, encourage hypothesis formation and create automatization. All the explanations above reveal the same purpose of communication strategies, namely to solve communication problems that appeared by applying some kind of techniques.

Although the importance of communication strategies is widely recognized, there has not been discovered the development of nature of communication strategies in English as second language (L2) production (Ellis, 1994:402). There are two communication strategies according to Fearch and Kasper. Those are reduction strategies and achievement strategies (Fearch & Kasper, 1983). The reduction strategies are divided into ⁵ formal and functional reduction. While achievement strategies consist of compensatory strategies and retrieval strategies.

Furthermore, this study focuses on some L1/L2 based strategies. L1/L2 based strategies is one of communication strategies that involves first language in the speaking activity. L1/L2 based strategies include code switching, foreignizing, and literal translation (Fearch&Kasper, 1983). L1 is the first language used by the students, in which it is Bahasa Indonesia. For example, the students mix an English sentence with an Indonesian word. The case is code switching strategies. Those communication strategies will be treated in order to improve students' speaking ability. This research will be successful if it fulfills the criteria decided. In fact, there are two major indicators used as the criteria of success in this research. First, the mean score of the post test is ≥ 75 . Hence, there should be 50% of students get score ≥ 75 . The minimum passing grade in SMKN 4 is 75. Thus, 75 is chosen as the criteria of success in this research.

Before communication strategies are implemented in the class, preliminary study has been conducted. The result of the preliminary study indicated that most of students have difficulties in speaking; it is proven by the mean score 64.84. In this case, the highest score is 100 points. From 33 students, the researcher found that there are only two students who achieved 80. Moreover, there are two students who gain the lowest score which is accounted by 45.

From the result of the preliminary study, it is found that they have low score in speaking. That is why it is important for teacher and the students to understand the communication strategies in order to overcome communication problems. Since the tenth grade students in ³ Network Engineering Class C at SMKN 4 Malang found difficulties in speaking English, this study aims at enhancing students' speaking ability. Therefore, this study carried out to overcome students' communication problems, in which it focuses on L1/L2 based strategies. The title of

this study is “Enhancing Students’ Speaking Ability in 10th Grade at Computer and Network Engineering at SMKN 4 Malang through L1/L2 Based Strategies”.

SPEAKING

¹ Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (Bueno, Madrid and McLaren, 2006: 321). Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

TEACHING SPEAKING

There are some ways of people speak which should be considered in teaching speaking such as imitative, intensive, responsive, transactional, interpersonal, and extensive (Brown, 2007: 327). The complete explanations of those performances are described below:

a. Imitative

In this performance, students ⁴ practice an intonation contour or try to pinpoint a certain vowel sound. Hence

b. Intensive

In intensive performance, students ⁴ practice some phonological or grammatical aspect of language.

c. Responsive

Responsive is related to dialogue. Hence, this performance demands the students to do short replies to teacher or student initiated question or comments.

d. Transactional

Transactional also related to dialogue, in which it carries out for the purpose of conveying or exchanging specific information.

e. Interpersonal

Interpersonal carries out more for purpose of maintaining social relationship than for transmission of facts and information.

f. Extensive

Extensive or monologue is the oral report, summary, or even short speeches.

COMMUNICATION

Communication is needed in people's life to maintain and improve relationship. Hybels and Weaver II (2004: 7) state:

6 Communication is any process, in which people share information, ideas, and feelings. It involves not only the spoken and written word but also body language, personal mannerism, and style-anything that adds meaning to a message.

While Himstreet and Baty (1990: 6) state that communication is a process to share information between or among individuals through symbols, signs and behavior. Therefore, communication can be done in two ways which are verbal and non-verbal communication.

However, some elements can influence communication. Hybels and Weaver II (2004: 9) state that those elements can be sender-receivers, messages, channel, noise, and setting. Those elements can influence the effectiveness of communication. Every element which is lost can give negative impact or positive effect toward the communication done by people.

COMMUNICATION STRATEGIES

The explanation below discusses aspects of communication strategies including the definition of communication strategies, and two kinds of communication strategies proposed by Bialystok and Faerch and Kasper (in Wei, 2011)

Strategies is defined by Chamot (2005 in Brown, 2007:132) as procedures that facilitate a learning task, that are most often conscious and goal driven. In second language acquisition, there are two types of strategy: learning strategies and communication strategies that is the base of this study.

² From different views, linguists define communication strategy in different ways. ⁵ Mitchell and Myles (1995:94) say that communication strategies are tactics used by non-fluent learner during L2 interaction, in order to overcome specific communication problem. Ellis (1985:165) adds that the process involved in using L2 knowledge consists of production and reception strategies and also communication strategies.

Furthermore, Tarone (in Wei, 2011:12) defines communication strategies as mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared. During the communication process, ² both the speaker and the listener are involved, therefore successful communication is the responsibility of both speaker and listener. When the participants are aware of that they do not understand each other, they will resort to a number of strategies: paraphrase, transfer, avoidance, and others.

In conclusion, communication strategies are techniques used by both speaker and listener deal with communication difficulties in second or foreign language.

FAERCH AND KASPER TYPOLOGY OF COMMUNICATION STRATEGIES

Færch and Kasper (1983 in Wei, 2011:13), who suggest communication strategies as a psychological process, believe that communication strategies are the solution to the individual's problems of processing rather than the speaker's and the listener's mutual problems. They categorize the communication strategies into two main aspects: achievement communicative strategies and reduction communicative strategies.

Well-grounded from the strategies type in Færch and Kasper (1983 in Wei, 2011) the researcher decided to focus on achievement strategies were chosen as communication strategies which will be taught to the student. The L1 based strategies include code switching, foreignizing, and literal translation.

METHOD

This research was conducted to improve the students' speaking ability. Harmer (2002) highlights that action research is the name given to a series of procedures which is engaged by teachers to improve aspects of their teaching and to evaluate the success and suitability of certain activities and procedures. Burns (2010) adds that the central idea of the *action* part of action research is to intervene in a deliberate way in the problematic situation in order to change or improve something. The improvements that happened in action research are indicated by data or information that an action researcher collects systematically.

This classroom action research was conducted through the following procedures: preliminary study, planning, implementing, observation, and reflection.

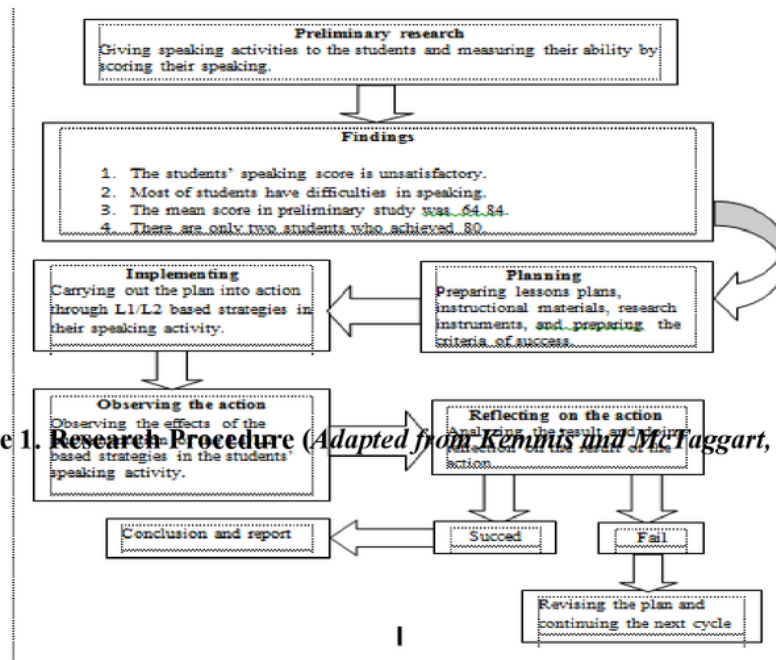


Figure 1. Research Procedure (Adapted from Kemmis and McTaggart, 2000)

To collect the data, the researcher used five instruments, namely, interview, questionnaire, field notes, observation checklist, and test. Starting from the action, the researcher conducts structured interview. It demanded the researcher to notice and write the interviewees' response. This interview was done to the teacher in preliminary study, in order to find the beginning information. The questionnaire was also given to the students in preliminary study. The questionnaire was used to know students' ability. Field notes were also needed to write the students' progress in speaking while using L1/L2 based strategy. Furthermore, the observation checklist was used to know whether the researcher gave appropriate treatment to the students or not. This observation checklist was carried out by the teacher. Hence, speaking tests were given in preliminary study to know the students' speaking ability and in the end of research to know whether L1//L2 based strategy could enhance their speaking ability.

1. Preliminary Study

Before conducting the research, preliminary study was carried out as the initial step. The purpose was to obtain the real condition about the setting and the subjects of the research. The researcher collected the data related to the problems encountered by the students and the technique or strategy applied by the teacher in teaching and learning process. To know the students' problems in the speaking activities, the researcher asked the students to speak one by one. From the result of the test, the students' problems are noted as follows: the preliminary study indicates that most of students have difficulties in speaking proven by the mean score, namely, 64.84. In this case, the highest score is 100 points. Out of 33 students, the researcher found that there were only two students who achieved 80. Moreover, there were two students who gain the lowest score, 45. From the result of the questionnaire analysis, the researcher found that there were 9 students (27.3%) who did not agree that they often spoke ⁴English during teaching and learning process. From the students' proficiency, the questionnaire shown that there were 12 students (36.4%) who agreed if they had enough vocabulary to be used in speaking English. Besides, there were 15 students (45.5%) who agreed that they had good structure when they spoke English. From the speaking skill understanding, there were 15 students (45.5%) who agreed enough that they could understand well if somebody talked to them in English. Hence, ten students (30.3%) agreed that the topics given in speaking were interesting.

2. Planning of Action

Referring to the result of the preliminary study, in which problems were identified, the researcher arranged some preparations in this planning stage before implementing the L1/L2 based strategies in students' speaking. The planning covered some steps: preparing a lesson plan, preparing the research instruments, preparing the instructional materials, procedure of presentation, procedure assessment, and preparing the criteria of success.

2. Implementing

The implementation was performed after all preparations were made. The researcher taught the L1/L2 based strategies to the students in one meeting (A-two-hour meeting). The researcher also observed the students' progress during the process of teaching and learning. After giving the explanation, in the next meeting the students would retell movie by implementing L1/L2 based strategies in their speaking performance.

3. Observation

The observation was conducted ⁴ during the process of the teaching and learning, in order to see the teacher's and students' activities and performance in the application of L1/L2 based strategies. Data on students' speaking learning progress can be collected from observation checklist and field note. The data on students' speaking achievement was from the students' speaking score in the second meeting.

4. Reflection

The reflection stage was conducted after the accomplishment of each cycle. It was done by comparing the data collected through observation stage with the criteria of success. In this research, when the mean score is ≥ 75 and 50% of students' amount got ≥ 75 as their speaking score, the research reached the criteria of success. Hence, the research was stopped. However, if one of the criteria of success could not be reached, the research will be continued to next cycle. The mean score was calculated by using the formula below.

Formula of finding mean score:

$$M = \frac{\sum x}{n}$$

Formula of finding speaking score:

$$\text{Score} = \sum X \times 5$$

M = Mean Score

$\sum x$ = The number of correct items

n = The number of items

FINDINGS AND DISCUSSION

PRELIMINARY FINDING

The questionnaire was given to all students who were in class. It was to know how often they spoke English in class, their understanding in speaking skill, and whether the topics given by teacher for speaking were interesting or not.

From the result of the questionnaire analysis, the researcher found that there were 9 students (27.3%) who did not agree that they often spoke English during teaching and learning process. From the students' proficiency, the questionnaire shown that there were 12 students (36.4%) who agreed if they had enough vocabulary to be used in speaking English. Besides, there were 15 students (45.5%) who agreed that they had good structure when they spoke English. From the speaking skill understanding, there were 15 students (45.5%) who agreed enough that they could understand well if somebody talked to them in English. Hence, ten students (30.3%) agreed that the topics given in speaking were interesting.

In order to ensure students' proficiency in speaking English, the researcher gave speaking test. This test was given to measure students' speaking score. It was because; the score which was already owned by the English teacher was not specific for speaking. The

result of the speaking test showed that the mean score of 33 students was 64.8. There were only 7 students who got score ≥ 75 .

CYCLE 1

Well-grounded in preliminary, the researcher found students' problem in which the result of the speaking tests showed that the mean score of 33 students was 64.8 whereas the criteria of success was 75. By knowing that fact, the researcher conducted Cycle 1 to overcome their speaking problem found in preliminary study by using L1/L2 based strategy.

There were only two students who obtained score above 75 and the mean score of Cycle 1 was 67.5. Since the first criteria of success was that students must acquire mean score ≥ 75 , it can be concluded that the Cycle 1 did not fulfill the criteria of success which has been determined.

The biggest percentage was obtained by 23 students who got score < 75 which made up by 79.72%. The Cycle 1 failed because the students who got ≥ 75 was only 6 students which were consisting of 21%. Therefore, the Cycle II was conducted to revise the students' speaking scores in Cycle 1.

CYCLE 2

Cycle was conducted due to the fact that Cycle 1 did not meet the criteria of success in which the criteria of success was 75. Nonetheless in Cycle 1 showed that the mean score was 67.5. Therefore, Cycle 2 was conducted to improve to gain the criteria of success in the students' speaking score

The first criterion of success was that the mean score of students' speaking test should be ≥ 75 . The mean score of Cycle 2 was 78.6. It meant that the first criterion of success was achieved.

In addition, there were only 7 students from 29 students calculated by 24.1% who failed to reach the criteria of success. They got speaking score < 75 . If the percentage was accumulated, the students who got score ≥ 75 was 75.9%. Therefore, the first and second criterion of success was achieved. The first criterion was the mean score of the students must be 75 and the second criterion, the students who got score ≥ 75 must be 50%.

DISCUSSION

From Table 2, there were the increasing from preliminary study, Cycle 1 and Cycle 2. In the preliminary study that the researcher giving custom speaking test, the students got 64.8 as the mean score. There were not any treatments given in the preliminary study. The researcher wanted to know the students' speaking proficiency. After getting treatment in Cycle 1, their mean score increased to 67.5. It means that L1/L2 based strategy can increase their speaking ability although it did not fulfill the criteria of success. However, after revision in Cycle 2, the students' mean score reached 78.6. There was significant increasing from the Cycle 1 to the Cycle 2. Moreover, the mean score in the Cycle 2 had fulfilled the criteria of success. Thus, the Cycle II did not fail.

Table 2. Students' Progress on Mean Score

Preliminary Study	Cycle 1	Cycle 2
64.8	67.5	78.6

According to Faerch and Kasper (1983), there are two kinds of communication strategies: reduction strategies and achievement strategies. In this research, L1/L2 based strategy includes in achievement strategy. There might be some factors that push them to use certain strategies in their conversation. It can be their English proficiency, nervousness, and so on.

A research was done by Manchon (2000: 8) who applied all communication strategies in foreign language classroom. She claims that after experiment, students were more aware of what it means to be communicatively competent, were more confident and willing to participate and take risk in communication. They were not very worried with their speaking accuracy. It was also occurred in this research while the students can speak fluently.

Moreover, communication strategies are defined as potentially conscious plan for solving communication problems in reaching a particular communicative goal (Dong and Peng, 2010: 18). Their research implemented communication strategies to 89 Chinese learners. They found that L1/L2 based strategies has the highest mean score that the other strategies. It can be assumed that L1/L2 based strategies has stronger influence to solve students' communication problems that the other strategies.

In this case, code switching as one of L1/L2 based strategy was used by the students as the appropriate communication strategy (Begovic, 2011:18). Out of the 237 utterances, there were 7 code switching found in the research. The researcher believes that code switching can help the students to solve their communication problems and to make the other people understand well.

5. CONCLUSION AND SUGGESTION

In Cycle I, L1/L2 based strategy did not show the improvement in students' speaking. The mean score of Cycle I was 67.5. The biggest percentage was obtained by 23 students who got score < 75 which made up by 79.72%. The Cycle 1 failed because the students who got ≥ 75 was only 6 students which were consisting of 21%. Therefore, the Cycle II was conducted to revise the students' speaking scores in Cycle I due to the fact that the mean score of Cycle 1 was 67.5. As a result, in Cycle 1 there was no significant students' speaking score improvement whereas the criterion of success was 75.

Although it was not really significant when it was compared to the findings of cycle I, however, the implementation of L1/L2 based strategy was successful to improve the students'

speaking ability. The mean score of Cycle II was 78.6. It means that the first criterion of success was achieved. There were only 7 students from 29 students were calculating by 24.1% who failed to reach the criteria of success. They got speaking score <75. If the percentage was accumulated, the students who got score ≥ 75 was 75.9%. Therefore, the second criterion of success was also achieved.

In line with the research findings, suggestions can be given to the teacher and further researchers. First, the teacher could encourage the students to experience the process of better speaking activity by giving clear explanation and instruction. Second, the teacher should give enough time for the students to explore their ideas which will be delivered.

For other researchers, they might conduct similar research related to the other communication strategies that can be used in speaking. However, students' English proficiency should be considered. It is because the students have to arrange sentences in spoken after finding the ideas. This activity demands the students to have high English proficiency. The procedure to conduct the similar research should be well planned.

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